From:	Bamba, Julia
To:	Parker Teed
Cc:	phelpsp@issaquah.wednet.edu; Ronald Thiele; kuperj@issaquah.wednet.edu; School Board
Subject:	Update on Issaquah School District Credit-Based Graduation Requirements Waiver
Date:	Tuesday, October 10, 2017 8:26:11 PM
Attachments:	GEHS Level Up Requirements per Grade.pdf Gibson Ek Sample Transfer Letter.docx Gibson Ek Student Handbook.pdf Gibson Ek Explanation of Progress and Effects of Waiver.pdf

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Dear Washington State Board of Education,

Thank you for the opportunity for Gibson Ek to provide an update on the progress that we made last year and the effects of implementing the waiver. Before sharing our progress on last year, I'd like to give you a glimpse into what a day of learning may look like at Gibson Ek. As a school designed around engaging students who have not typically thrived in traditional schools, our spaces are set up to be able to provide the innovation, support, and tools to really inspire and support our students at a high level of engagement. With the support of our school district, PTSA, and Schools Foundation, we have the resources to allow our students to push themselves and deepen their learning in new ways that are relevant to their own lives and their future. We have remained grounded and focused on providing amazing opportunities for our students to become the directors of their own learning.

Let me help you imagine what a typical day at Gibson Ek may look like. You may see a Star Wars Costume Creator set up in a conference room, a volunteer working with a student on the electronics of a robot, another volunteer working alongside a student in the shop using CAD to design a skateboard, a teacher providing writing support as students are writing 10 pages of their autobiography, another teacher in the textiles lab supporting students as they design a shirt made with recycled material, and another staff member leading a WWI research course. We have created spaces that encourage students to explore their interests and learn how to think critically and creatively about the world around them.

Incredible students at Gibson Ek have helped us realize the potential that students have and the power of giving students the freedom and ability to explore the world around them and look at everything as an opportunity to learn or a problem to solve.

If you are ever in the Issaquah area then let me know so you can join us for a visit. You are welcome any time!

Please refer to the attachments for information about the school's progress in meeting the standards for increased student achievement. Please let me know if you need any additional information or clarification.

Sincerely,

Julia Bamba

Principal

Gibson Ek High School

425-837-6351

Gibson Ek High School

Progress and Effects of Implementing the Waiver of Credits and Grades

October 10, 2017

1. *Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district's waiver application.*

   Below are the key design principles for our model and explanations of how we are meeting these standards for increased student learning. The Gibson Ek student handbook contains details about how we have designed our school to increase student learning. Page numbers are noted for more information and can be found in our Gibson Ek Student Handbook.

- **Learning Goals and Competencies**, pages 30-36. Gibson Ek has a set of 5 Learning Goals- Communication, Empirical Reasoning, Quantitative Reasoning, Social Reasoning, and Personal Qualities. Within each Learning Goal are 4 Competencies and each competency has 3-8 targets that students must meet. In order for a competency to be achieved, a student must meet or exceed expectations in at least 4 targets.
- **Level Up Expectations and Graduation Requirements**, pages 13 and 14. In addition to completing competencies, students must also meet requirements in order to level up each year. Pages 13 and14 of the student handbook outline the requirements that students must meet at each level. Once students complete 101 and 201 requirements, they Gateway to Senior Institute where the level of student work deepens, becomes more rigorous, and has a greater impact in the community or the world.
- **Internships in the Real World**, page 52. Students attend full day internships two days per week on Tuesdays and Thursdays. Last year 94% of students participated in our internship program. The students who did not acquire an internship participated in on campus internships with mentors or worked with local businesses in a small business program that was led by a Gibson Ek advisor.
- **One Student at a Time Personalization,** page 23. Each student develops a Learning Plan. This is a living document that is updated 3-4 times per year. The Learning Plan includes the student's Vision, SMART Goals, and Project Work. Another aspect of personalized learning is that students are part of a small advisory where students get to know their advisor well. Students and advisors have daily check-ins, weekly one on one meetings, and weekly progress updates. Additionally, the advisor gets to know the student well so they can support, challenge, and motivate their students appropriately.
- **Authentic Assessments,** pages 23 and 63. Gibson Ek Competencies and Targets can be found on pages 30-36. Students present evidence of learning and portfolios to a panel of parents, students, advisors and mentors. Last year, students had 4 exhibitions including 3 panel exhibitions and 1 showcase exhibition that can be compared to a science fair style exhibition. Students gather evidence of learning through internships, student-driven projects, product development, community impact projects, and portfolios. During each Learning Cycle, advisors

assessed student evidence of learning, marking off targets within competencies, and supporting students as they move through their work.

- **School Organization.** The Gibson Ek campus is a vibrant, collaborative, and flexible space to encourage students to engage in innovative learning and project work. We are able to quickly adapt our campus to meet the changing needs of our students. Last year, students and staff worked closely to set up the school spaces, create systems and routines, and continued to develop supports and structures to increase student learning and engage students with real world opportunities.
- **Advisory Structure,** page 17. Students are part of a mixed grade level advisory of about 16-20 students. The advisor supports students with their learning, provides academic learning opportunities, and helps to build a sense of belonging and trust in the school and the educational process. Advisors are also the certificated teachers responsible for assessing student work.
- **Small School Culture.** Last year Gibson Ek started the year with 120 students and ended the year with 106 students. Students who transferred, left the school to return to their home high school. A few students moved. For the 2017-18 school year, Gibson Ek has 149 students enrolled.
- **Leadership.** In 2016-2017, the school's leadership team consisted of a principal, Learning Through Interest Coordinator, a counselor, and 7 advisors.
- **Parent/Family Engagement.** All advisors work closely with families to increase school and family partnerships. Advisors conducted home visits with all students in their advisory and parents were invited to attend their student's exhibition. Gibson Ek also held a showcase event that was created by the student body, held an end of year celebration and we invite parents to join us on the first day of school for breakfast.
- **School College Partnership and College Preparation.** Sophomores attended the Great Careers Conference and attended a College Fair at Bellevue College. A group of students participated in the Imagine Tomorrow competition and stayed at Washington State University for the weekend. All sophomores and juniors take the PSAT. Students completed interest surveys and college and career exploration using Career Cruising.
- **Professional Development.** Ongoing support and professional development occurred last year directly related to competency based grading, design thinking, project based learning, Restorative Justice, advisory model and relationship building.

2. *If the school's students, whether in the aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district's waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.*

   One of Gibson Ek's challenges last year was supporting IEP students to adequately progress throughout the year in meeting targets within the competencies. The main barriers that IEP students faced last year included organizational skills, on task behaviors, and follow through on difficult steps to complete work while tracking and organizing evidence. In 2016-2017, we had a .6 IEP teacher and a 3 hour paraprofessional. This year, we have a 1.0 IEP teacher and a 6 hour

paraprofessional. With 20% of our student population qualifying for an IEP, this increase in staffing was important.

Special Education at Gibson Ek is a full inclusion model. Gibson Ek students are only pulled from the daily routines for 1 on 1 meetings which occurs with our general education population as well. All specially designed instruction occurs in a general education classroom setting and not in a specialized classroom.

We continued to make adjustments throughout last year to support our IEP students. To continue to support our IEP students, we have the following supports and routines in place this year:

- Mapping IEP goals to the competencies and targets
- Greater collaboration between parents, students, case manager, and advisors on student needs
- Paraprofessional who has skills to support specially designed instruction under the guidance and direction of the case manager
- Provide ongoing support and math instruction for students with IEP math goals by assisting students with executive functioning skills as they relate to math and providing small group or 1 on 1 instruction during math time
- Ensuring students have adapted materials during crash labs and design labs so that students are accessing supports in a flexible and dynamic environment.
- Paraprofessional and IEP teacher providing support and instruction for IEP students in crash labs and design labs
- Weekly 1 on 1 meetings with students to support them with organization, project ideas, project management, follow through, and accountability
- Rewriting every IEP to reflect the program and the needs of the students in our school

3. *Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?*

    - **Exhibition and Learning Cycles**. This year, we moved from 4 Learning Cycles to 3 to allow students time to develop and produce work between exhibitions. Conducting 4 exhibitions last school year was incredibly difficult to manage due to the time commitment of staff to participate in all of their student's exhibitions while also continuing to teach and supervise students. Each student's exhibition is approximately 1 hour.
    - **Tracking of student evidence and competencies.** Last year we used a Learning Management System call Project Foundry. Due to some technical bugs and an old user interface, we've changed platforms to now use LiFT to help with overseeing student project proposals and tasks, marking competencies, and tracking level up and graduation requirements.
    - **Schedule**. For 2017-2018, Gibson Ek designed a new schedule to provide more support and scaffolding for project design, development, and project completion. As students

move through freshman year, students can earn more independent work time if the student is demonstrating success in meeting requirements.

- **Senior Institute**. To continue to engage juniors and seniors in learning, Gibson Ek developed Senior Institute to create a cohort of students at the upper levels and challenge students to go deeper and make learning even more relevant. These students are also developing a Senior Project that will be developed during the junior year and implemented during the senior year. Even greater supports and scaffolding as students design and develop projects.
- **Collection of Student Work.** When learning is personalized, rubrics can often discourage students or hold students back. This year, Gibson Ek is beginning to collect samples of student work to demonstrate the range of work and rigor that can be expected of students.
- **Student and Staff Handbooks.** This summer, Gibson Ek staff wrote 2 extensive handbooks providing details about the programs at Gibson Ek. These handbooks blend systems and experiences from Big Picture Learning with the development of what learning looks like at Gibson Ek.

4. *Please submit the following data, preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information to the Board.*

   a. *Enrollment by Grade*

      Class of 2021, 59 students

      Class of 2020, 65 students

      Class of 2019, 26 students

   b. *Percent meeting standard on the Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics, in each grade in which the assessments are administered, for the most recent school year for which assessment results are available.*

      88% passed ELA (22 out of 25)

      71% Passed Math(10 out of 14)

      [redacted] Passed EOC ALg 1 ([redacted]) (most likely taken in middle school)

   c. *Adjusted four-year cohort graduation rate for the most recent class available*

      First graduating class is 2019

   d. *Adjusted five-year cohort graduation rate, for the most recent class available*

      First graduating class is 2019

Note from SBE policy analyst Parker Teed: Information above has been redacted to comply with the Family EducationalRights and Privacy Act.

e. *Any post-graduate employment and post-secondary participation data as may be availabl*e
Not applicable at this time

5. *What challenges, if any, has the district encountered in transfer of credit equivalencies for Big Picture School to higher education institutions or other school districts?*

Gibson Ek has not had any students apply to higher education institutions. We have several students who have transferred out of Gibson Ek High School to other high schools. The challenge that we've faced is how to accurately provide equivalencies for students to help the new school interpret the work and credits that students have completed at Gibson Ek. Attached is a transfer letter that we send to help schools interpret our competencies and project work for equivalencies for credits.

Collaboration and Engagement	
Collaborative Discussions Initiates and participates in rich collaborative discussions with peers and community members. Contributes accurate and relevant information to conversations applying an understanding of group dynamics with small and large groups.	***Communication Strategies*** Applies appropriate strategies of facilitation, collaboration, public speaking and nonverbal behavior.
Diverse Perspectives Expands understanding by actively listening, asking questions, empathizing with others and developing ideas. Synthesizes diverse ideas to meet a collective goal that respects social influences, beliefs, and behavior across communities.	***Solutions and Critical Conversations*** Engages in critical conversations to solve problems.
Understanding	
Multiple Sources Synthesizes multiple sources to inform understanding of subjects under investigation. Sources may include media, novels, short stories, articles, research papers, websites and plays.	***Read for Understanding*** Reads widely and deeply from a broad range of texts that are increasingly challenging over a wide range of topics.
Text Analysis Comprehends, analyzes and evaluates a wide range of literary and informational texts. Texts include media, novels, short stories, articles, research papers, websites and plays.	
Expression and Representation	
Creative Expression Produces a range of effective creative expression for a variety of purposes.	***Reflective and Adaptive Communication*** Reflects and adapts communication strategies based on intended purpose and audience to make an impact.
Language Use Uses language that skillfully and clearly communicates meaning by applying appropriate use of grammar, word choice, tone and fluency.	***Verbal Expression*** Produces a range of effective verbal expression for a variety of purposes.
Written Expression Produces a range of effective written expression for a variety of purposes.	
Evaluation and Research	
Bias Understands and demonstrates awareness of bias.	***Citation*** Cites sources with accepted methods.
Expert Review Solicits expert feedback for use in the revision process.	***Others' Research*** Demonstrates understanding of plagiarism and the value of compiling others' research.
Source Evaluation Evaluates the credibility of sources.	

Design and Conduct Investigation	
Constraints and Specifications When defining problems, asks questions about the constraints and specifications of possible solutions.	***Empirical Investigations*** Designs empirical investigations to collect data. Determines what data to collect, what tools are appropriate for collection of data and how measurements will be recorded. Decides how much data is needed to produce reliable measurements, to show a pattern or trend, or to show a relationship between variables.
Experimental Design Understands the logic of experimental design, the importance of clearly defined variables and experimental controls.	***Investigation Conclusions*** Based on results, refines an investigation to improve the validity of the data and the resulting conclusions.
Scientific Questioning Poses questions or defines problems that can be tested, distinguishing between a scientific question and a non-scientific question.	
Scientific Knowledge and Theories	
Evidence Acquires empirical evidence to construct and refine explanations, arguments or models of particular phenomena.	***Predictions*** Understands that predictions, explanations or thinking can be revised on the basis of new evidence and information.
Scientific Evidence and Models Uses primary or secondary scientific evidence and models to support or refute explanations.	
Mathematics and Computational Thinking	
Correlation vs Causality Recognizes patterns in data that deserve further investigation, distinguishing between causal and correlational relationships.	***Dimensional Quantities and Units*** Recognizes dimensional quantities and uses appropriate units.
Patterns of Evidence Distinguishes patterns of evidence that do and do not support conclusions.	***Relationships and Quantities*** Expresses relationships and quantities appropriately.
Construct and Defend Arguments	
Computer Simulations Uses computer simulations to develop understanding and investigate questions which would otherwise not be possible.	***Controversy in Science*** Explains the nature of the controversy around a scientific idea, understanding how knowledge is judged by the scientific community.
Data to Support a Claim Constructs a scientific argument showing how data support a claim.	***Limits and Precisions of Models*** Represents phenomena with multiple types of models, recognizing and expanding on the limits and precision of each.
Weaknesses in an Argument Identifies possible weaknesses and flaws in their own arguments, responding and improving arguments based on criticism.	

Quantitative Reasoning

Interpretation	
Text Reads, understands, and summarizes real world data given as text.	***Graphs and Tables*** Understands and constructs accurate explanations, in context, of real world information presented as graphs and/or tables.
Geometric and Diagrams Provides accurate explanations, in context, of real world information presented in geometric, diagram, or other visual forms.	***Equations and Expressions*** Provides accurate explanations, in context, of real world information presented as mathematical expressions and/or equations.
Representation	
Equivalent Expressions Writes expressions and/or equations in equivalent forms to solve real world problems.	***Summary Values*** Chooses appropriate summary values (e.g. mean, five-number summary, standard deviation) to represent characteristics of real world quantitative information.
Graphical Uses spreadsheets, databases, tables, graphs, and statistics to summarize data, display data, and accurately communicate real world data.	
Calculation	
Estimation Estimates and checks answers to real world problems. Uses these estimates to determine reasonableness, identify alternatives, and select optimal results.	***Methods for Solutions*** Uses arithmetic, algebraic, and geometric methods to solve real world problems.
Operational Order Understands and applies correct mathematical operations in the correct order.	***Simplification*** Calculations are accurate and presented clearly, concisely, and in the simplest form relevant to the problem.
Application and Analysis	
Quantitative Analysis Uses quantitative analysis of real world data as the basis for judgement and/or conclusion.	***Inductive Reasoning*** Identifies patterns in real world data and generalizes this pattern to predict outcomes.
Deductive Reasoning Reaches conclusions by connecting multiple premises that are generally assumed to be true.	***Limits and Precision*** Recognizes and addresses the limitations and precision of models used to represent real world data and phenomena.
Problem Solving Techniques Applies clearly defined problem-solving and troubleshooting techniques to solve real world problems.	

Social Reasoning

Critical Issues and Events	
Current Events Reads, interprets, and reflects on current events to analyze the causes and consequences of events and the linkages between human decisions and consequences.	***Historical Events*** Demonstrates an understanding of past events by applying research methods associated with historical inquiry.
Past, Present, Future Uses the understanding of the past and present to develop a well formed hypotheses about potential future events and provide a solution for a future problem.	
Geography and Environment	
Geographic Information Understands and applies geographic information and global connections to interpret events.	***Political Impact*** Demonstrates how geography and resource distribution effect economics, social patterns and politics.
People and Their Environment Interprets geographic information to demonstrate an understanding of the relationship between people and their environment.	***Equity and Access*** Interprets the relationship between people and their environment to demonstrate an understanding of how equity, access, and opportunity are impacted.
Institutions, Systems, and Government	
Citizens and Government Understands the relationship between citizens and government. Understands individual rights and responsibilities in various governmental structures.	***Government Engagement*** Engages in government at a local, state or national scale. Utilizes understanding of local policies, procedures, laws and practices.
Large and Small Scale Finance Demonstrates the understanding of the differences between large and small scale finance by solving a real world problem related to the financial system of a government, commodity, small business, or personal.	***World Politics*** Understands the principles, structures, and functions of state, national and international government and demonstrates the relationships and impact of local and national policies on multiple nations.
Human Behavior and Expression	
Belief Systems Examines social influences, beliefs systems and their relationship on behavior.	***Ethics*** Analyzes issues of ethics and social responsibility.
Human Behavior and Relationships Articulates the impact of biological, cognitive and sociocultural factors on human behavior.	***Power and Relationships*** Examines group dynamics and evaluates the role of power in interpersonal and group relationships.

Personal Qualities

Better the World	
Leadership Demonstrates strong leadership in all areas of his/her life. Demonstrates ethical decision making skills, social responsibility, and advocacy skills. Demonstrates forgiveness and willingness to be vulnerable/experience failure/take risks in order to succeed	***Empathy for a Diverse World*** Continually expands worldview through authentic and meaningful experiences with diversity by working with diverse groups for sustained periods of time on community challenges while working toward a common goal. Demonstrates the ability to empathize with those who hold differing beliefs and/or philosophies.
Sense of Responsibility for the Future Shows appreciation for the contributions of past generations. Engages in community service that is tied to the contributions of previous generations and understands how these contributions will influence future generations.	***Community Engagement*** Pursues community service that emerges from passions and interests. Engages in community service that is consistent, well-structured, sustained, and high quality.
Creativity and Imagination	
Inventive Thinking Uses original, creative thinking to solve problems in various disciplines and contexts. Uses flexible thinking, adapting one's own perspective to solve problems.	***Investigation*** Investigates the world deeply with heart and head through interdisciplinary and disciplinary study. Asks thoughtful questions and seeks answers. Identifies, gathers, evaluates, and considers multiple perspectives to make informed decisions.
Passions, Interests and Strengths Discovers strengths and learns by pursuing passions, interests, and talents. Has a willingness to learn new things, learn fr om challenges, and overcome fears.	***Products and Performances*** Creates original, well-crafted, high quality products or performances
Productive Mindset	
Goal Setting and Lifelong Learning Sets short and long term goals and has a vision for life. Thinks realistically and has motivation to achieve goals. Demonstrates time management and task management that allow goals to be achievable.	***Honesty and Integrity*** Demonstrates honesty and integrity in everyday interactions with students, staff, parents and community members. Is a positive role models for others and treats others with respect and kindness.
Perseverance Embraces challenges academically and personally. Sees effort as the path to mastery. Learns and grows from failure and demonstrates when, where and how to seek help for solving problems and making decisions. Demonstrates confidence, strength of character, determination, and independence.	***Reflective Learning*** Strives to become a better person each day both academically and socially. Constantly reflects on performances and projects. Demonstrates the ability to reflect on the positives and negatives of an experience and grow from it. Finds inspiration from the success of others. Accepts feedback and critiques.
Health and Wellness	
Active Life Acquires and uses the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition	***Healthy Choices*** Develops the knowledge and skills related to mental, spiritual, financial, community, emotional, and/or physical wellness. Demonstrates the ability to make informed choices about personal wellness. Demonstrates the ability to balance school, extracurricular activities, leisure time and family life.

Personal Qualities (PQ)

How do I be the person I want to be? What do I bring to this process?

This goal is to be the best person one can be: to demonstrate respect, responsibility, organization, leadership and time management, and to reflect on one's ability to strive for improvement. When students develop their personal qualities they might empathize with others, provide leadership, engage in the community, persevere, adapt, reflect, pursue a healthy lifestyle.

Productive Mindset
Goal Setting & Lifelong Learning
Reflective Learning
Honesty & Integrity
Perseverance
Creativity & Innovation
Investigation
Inventive Thinking
Products and Performances
Better the World
Community Engagement and Leadership
Sustained Community Service
Experiences with Diversity
Sense of Responsibility for the Future
Health & Wellness
Active Life
Healthy Choices

How Personal Qualities Might Be Integrated Into Projects

- Write a reflection of a national or global issue, apply what you learn to your own life or community, and then share what that application taught you about the national or global issue
- Create multiple iterations of an idea/product/experiment and keep detailed documentation of what works and does not work at each step. At exhibition, reflect upon what you learned through persevering through each iteration toward the final idea/product/experiment.
- Research a personally relevant health issue, and connect this research project to the Health and Wellness plan.
- Research a community challenge or need early in the year. Spend the remainder of the year volunteering with a community organization that addresses that challenge or need.

Personal Qualities may supersede a particular project. In this case a student may provide documentation of a pattern of behavior.

- Keep a journal about working through a personal challenge. Share excerpts at exhibition.
- Provide a testimonial from a mentor, peer or other community member attesting to skill, responsibility, respect or integrity.
- Submit Health and Wellness plans and documentation.

Health and Wellness

Students write a Health and Wellness Plan each Learning Cycle, Each Learning Cycle, students select one of the Health and Wellness targets and develop a goal to meet that target. Goals should be S.M.A.R.T. goals. These goals are written into their Learning Plan.

- **Active Life**
    - Acquires and uses the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition.
- **Healthy Choices**
    - Develops the knowledge and skills related to mental, spiritual, financial, community, emotional, and/or physical wellness. Demonstrates the ability to make informed choices about personal wellness. Demonstrates the ability to balance school, extracurricular activities, leisure time and family life.

Sample Goals:

- Run a 5K in under 30 minutes by May 27.
- Join a yoga class and attend two days a week for two months.
- Walk at least one mile three days a week for the rest of the school year.
- Eliminate soda from my diet for six weeks.
- Write for 20 minutes in my journal five days a week for four weeks.
- Successfully complete every hike on the Zion/Grand Canyon trip (by May 10).
- Complete 15-minute mindfulness routine every weekday morning for the next six weeks.
- Create a budget and savings goal for my earnings from my after-school job and follow the budget through the end of the school year.
- Read a book about stress management and implement and track two strategies from the book by April 1.

Health & Wellness Plan

Learning Cycle ❑ 1 ❑ 2 ❑ 3 YR: _____

This plan addresses the following target:

❑ **Active Life:** Acquires and uses the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition

❑ **Healthy Choices:** Develops the knowledge and skills related to mental, spiritual, financial, community, emotional, and/or physical wellness. Demonstrates the ability to make informed choices about personal wellness. Demonstrates the ability to balance school, extracurricular activities, leisure time and family life.

Goal *Create a S.M.A.R.T. goal that addresses your selected target.*

Evidence *Create or provide a link to a log, journal, calendar, etc. that demonstrates your work toward your goal.*

Reflection *Did you meet your goal? Why or why not? What did you learn through this process? How will you build upon your learning?*

Insert Section Title: F. Projects

projects

SECTION-F

Projects

Project work is at the heart of what we do here at Gibson Ek. Learning is supposed to be authentic and real-world oriented, and the primary way our students learn is through projects. All projects should be listed on the learning plan and in LiFT and all projects should help the students achieve their goals and move towards their vision.

Where do you do projects?

Many projects happen independently. This is done in IWT or at home. These might come from an idea you had, a discussion in advisory, or something mentioned in an offering.

Some projects might happen in pairs or small groups. Do you and your friend have common goals? Maybe you both want to create a music video and you are interested in editing software and she likes to do script writing.

Some projects will happen from start to finish in your Design Labs. Some will happen at your internships.

Students should have 3 or more projects in progress at 1 time. This includes an independent project, a Design Lab project, and an internship project. Students who are not in an internship should have another independent project until an internship is secured. At each exhibition, students should have about 4 or more projects to share which include 1-3 Design Lab projects , 1-3 independent projects and 1-3 internship projects.

Design Thinking Terminology

Initiation (identifying an inquiry)
Discovery (researching, visiting, discussing)
Ideation (brainstorming, designing, drafting)
Prototyping (experimenting, seeking and applying feedback)
Evolution (creating a public product)

While everyone approaches a project differently; the steps of the Design Thinking Process should always occur in order. Some students collect all their work for each project in a binder, while others have specific project folders in Google Drive. Keep all your work. You will need all the pieces in order to earn competencies!

Evaluation

Your advisor is your evaluator. In the end, your advisor checks off your competencies in LiFT so you must set an appointment to have your final project evaluated. Along the way, you should enlist help from a mentor, feedback from peers, and help in a specific content area with an expert.

For example you might be doing an internship project, get help from Ben in the math portion, have your mentor review it with you, and finally have your advisor evaluate it.

Flow-chart of Process

1. **Initiation**- this is where you get the idea. For example you want to redesign the website at your internship. Why? It is ugly, outdated and not user friendly.
2. This is where you start to use LiFT. You will enter in goals or tasks for each project. This helps keep your thoughts in order, and your advisor aware of what you are working on. At this point you can start to select the competencies you hope to earn.
3. **Discovery**- you do plenty of online research in regards to what qualities a website should have for your type of business, you research which formats are best used, which platforms, and you talk endlessly with your mentor about their needs.
4. **Ideation**- Sketch out your plan, brainstorm ideas, draft samples- all the while meeting for approval and suggestions with your mentor.
5. **Prototyping**- you put together a working website, you seek feedback, you get help with the art side from Karin and the coding side from a school onsite mentor. You put together your best draft for some final feedback from your mentor.
6. **Evolution**- your site is live, you reflect on the process, you meet with your advisor to evaluate your competencies. At this point, you may assign more competencies to this project or take some away.

Sample Project Process Following Design Thinking

Initiation	**Discovery**	**Ideation**	**Prototyping**	**Evolution**
Sarah noticed that she has only been able to focus on her homework IF she is listening to music. This made her curious about the effects of music on the brain. This works well as a project because one of her goals is to become a musician :)	Sarah begins her research. She spends time on the internet reading about music, focus, the brain and productivity. She reads several scientific studies and is interested in making her own experiment. She wants to take a survey and do an experiment with her peers in re: music and how effectively they get their homework done. She puts this into LiFt and meets with her advisor prior to setting up the survey/experiment.	She meets with Colin about how to properly set up a survey. She drafts her questions and shows them to him prior to sending them out. She also meets with Andy about setting up a lab experiment for this sort of question. She drafts out her idea.	She sends her survey out to two friends- gets feedback on her questions and adjusts. She also makes a rough draft of the lab write-up as well as does a rough draft with two friends of the experiment- she records what she needs to change and makes adjustments.	Sarah sends out her survey, tabulates the results and graphs them. She also conducts her experiment. She graphs those results as well as takes photos along the way. At the end, she writes a lengthy conclusion, creates a bibliography, and submits her results on LiFt. Sarah then meets with her advisor to evaluate the project and check off competencies.

Previous Gibson Ek Projects Included:

Building a skate ramp
Creating and maintaining a school aquarium
Creating a website for internship
Designing a summer program at the barn for horse riding
Creating an ad campaign for internship
Learning how to code and coding for internship
Learning how to use Auto Cad and designing a building for internship
Studying how the heart pumps blood and creating a model heart
Creating a rolling robot for a competition
Teaching a group of adults about gender awareness and bias
Joining ASB and creating the first ASB at Gibson Ek
Researching family tree and learning how to cook meals from heritage
Reading a variety of sci fi novels and creating their own
Designing and building a skateboard
Learning about photography and teaching an offering
Designing and creating make up

Student Resource

Independent Project Brainstorming

Learning will happen in various contexts at Gibson Ek. Any learning context can spark ideas for a project.

Content & Skills
What do you want to learn how to do?
What is an area you want to deeply study?
What are some content areas you know you need to study to prepare for your future education goals (college, music school, etc.)

Problems, Challenges and Observations
What is an important current issue?
What is happening in our community, region, nation, world that you need to know more about?
What does something work the way it does? Could it work more efficiently, effectively or fairly?
What problems are professionals in our community working to solve?

Interests & Internships
What content and/or skills do you need to develop to be more effective in your internship or to more fully pursue your interests?
What problems is your mentor working to solve?
What are other problems in the field that professionals are working to solve?

Reading
What are you reading? What do you need to be reading?

Opportunities
What offerings are available?
Is there an offering that will introduce you to something completely new.

Play
What's going on in the innovation spaces?
What can you create?

offerings

SECTION-G

Offerings

Gibson Ek students have a variety of educational opportunities as they work to become increasingly independent as well as collaborative learners. In addition to self-directed learning and the learning done at internships, through advisory and during content time, students have offerings (or classes/workshops) each day. Each type of offering is described below, and more detail is available on the following pages.

Design Lab

Design Labs are collaborative inquiries that take place over the course of 3-4 weeks. 101 and 201 students work in small teams and as a larger group (of up to 30 or so students) to pursue an inquiry and complete a project.

Senior Institute

301 and 401 students participate in more loosely structured (as compared to Design Labs) collaborative inquiries. Periodic seminars and projects culminate in a sustained, multi-disciplinary, deeply researched project that students implement in their 401 year.

Crash Lab

Crash Labs are 1-2 week hands-on sessions that focus on a particular skill or knowledge set that students may apply to current or future projects. These offerings might focus on how to do something (e.g., use the laser cutter) or on a disciplinary concept (e.g., understanding velocity).

Exploration

Exploration is student-directed time to work independently, meet with a team for project work, participate in a club (such as ASB), learn from a visiting community member, pursue health and wellness (basketball, running, yoga, etc.), meet individually with an advisor, receive tutoring, or take advantage of other opportunities as they arise. The TEALS class also meets for part of the Exploration time.

Design Lab

Purpose

The Design Lab forms the core of teaching at Gibson Ek for underclassmen (101s and 201s). It is our primary form of scaffolding, and participation in Design Labs is how students learn the design thinking necessary to create their own rigorous and authentic projects. All 101s and 201s participate in the Design Labs, and it is expected that at the end students will have a completed project. As with independent project work, we work to instill the design thinking process of

Initiation (identifying an inquiry)
Discovery (researching, visiting, discussing)
Ideation (brainstorming, designing, drafting)
Prototyping (experimenting, seeking and applying feedback)
Evolution (creating a public product)

Design Labs are project based learning that may take the form of

solving a real-world problem (local business needs to attract young people to its website; City of Sammamish wants to reduce contaminants in stormwater runoff),
meeting a design challenge (produce podcasts about the history of the community; create beneficial insect habitat near school gardens),
exploring an abstract question (How can art reflect a community? What is the value in preserving/understanding our history?),
conducting an investigation (How might global climate change affect native plant and animal species in our region? What is the most effective soil composition for streambed restoration?) or
taking a position on an issue (Should the Issaquah School District adopt gender neutral pronouns? Should offensive art be censored?).

Gibson Ek Design Labs and independent projects will develop students into responsible problem-solvers who can work well with others and independently. They will be confident critical thinkers who manage their time well and effectively communicate with a diverse range of people.

As students gain knowledge of the design process and confidence in their work, their amount of choice/freedom in their Design Lab projects will grow. Students should have a project completed for each Design Lab that will help them meet competencies.

Senior Institute

Purpose

301 and 401 students participate in Senior Institute. Design Thinking remains at the center of students' work, but there is increased emphasis on rigor, depth, critical thinking, interdisciplinary work, and, most important, community contribution.

The 301 year is Initiation and Discovery through a series of seminars, experiential learning and an in-depth research project. Students explore real-world issues and challenges through multiple perspectives and through the lenses of their own passions. The year culminates with a proposal (Ideation) for a public project that positively impacts the community.

The 401 year is the Prototyping and Evolution of their public project. Students work with a professional mentor and staff advisors to plan and execute their projects in the community, and then they reflect on their learning and their project's impact.

Seminars

In each seminar, a staff member leads 301 students through an inquiry of a real-world challenge or problem. Students closely read a variety of multi-disciplinary "texts" (articles, film, expert speakers, site visits, experiments, data, fiction, legal documents, social media, etc.) and respond to those texts individually and collaboratively as they seek to understand the challenge or problem. Students then work individually or in teams (2-4 students) to respond to the challenge or problem. The response may take many forms (research paper, presentation, experiment, creative work, social media app, etc.), and some students may decide to pursue their work further as part of their independent projects that happen outside of the seminar.

The goal of the seminars is to give students practice in critically thinking about and discussing real world problems and challenges through multiple perspectives, developing authentic ways to respond to those challenges, working collaboratively, and presenting their work publicly. The staff member facilitating the seminar will also include opportunities for students to learn and develop discipline-specific content and skills.

Research

By the end of Learning Cycle 2, each 301 student will identify a problem or challenge they want to deeply research. They will work with their advisor and one other staff member to finalize the research proposal and then spend Learning Cycle 3 completing the research. At the end of the research, students will communicate what they have learned and design a proposal for implementing a public project based on their research.

Experiential Learning

During the 301 year, students are required to learn about their research area through sustained community service, an internship or a combination of both.

Senior Project

The culminating event of the 301 year is designing a senior project, getting the design approved and securing a community mentor. During Learning Cycle 1 of the 401 year, students will work closely with their community mentor and staff advisors to prototype their projects and complete any necessary logistics. The public implementation of

the project will be during Learning Cycle 2. During Learning Cycle 3 students will reflect upon their work and present their findings.

Senior Projects must be public and benefit the community, but they will take many forms. A project might be habitat restoration at a city park, the publishing of a graphic novel about teen mental health issues, the staging of a play at a local school, the building of a tiny house for a homeless camp, the creation of an app promoting physical fitness for elementary students, or any other authentic product.

Pass It On

During the 401 year students not only impact the larger community, but they give back to GEHS students by teaching a Crash Lab (or comparable activity) based on their Senior Institute learning and mentoring a 301 student.

Timeline

Year	Cycle	Focus
301	Learning Cycle 1	Seminars
	Learning Cycle 2	Seminars Experiential learning
	Learning Cycle 3	Seminars/Research Experiential learning Exhibition: Present research and project design proposal
401	Learning Cycle 1	Project prototyping and organization of logistics Mentorship Teach Crash Lab*
	Learning Cycle 2	Implement project Mentorship Teach Crash Lab*
	Learning Cycle 3	Write project reflection Mentorship Teach Crash Lab* Exhibition: Present reflection on project

*Required to teach one Crash Lab; may be done any learning cycle.

Crash Lab

Purpose

Crash Labs are designed so students can develop a specific skill or content knowledge that they can use in current or upcoming projects (Design Lab projects, independent projects or internship projects). In fact, advisors may run Crash Labs to coincide with particular Design Labs.

Ideally, Crash Labs are hands-on experiences that incorporate plenty of inquiry and problem-solving, but typically result in a sample product rather than a full project. For example, students might learn about velocity and mechanical advantage by building a trebuchet. Or they might learn basic sewing techniques and pattern draping by upcycling thrift store finds into new garments. In the Crash Lab students experiment, fail, fix, figure and question.

All 101 students are required to be in a Crash Lab each day. All 201 students are in a daily Crash Lab during Learning Cycle 1. 201 Students who demonstrate successful time management, completion of independent project work and who present their advisors with a written project work plan may have advisor approval to exchange up to half of the Crash Lab sessions during Learning Cycles 2 and 3 for independent work time. Senior Institute students (301s and 401s)will be assigned occasional Crash Labs as part of their seminars, but those who continue to demonstrate successful time management and completion of project work may sign up for any other Crash Labs or use the time for independent work.

Examples

Upcycle thrift store clothes into new garments
Use the laser cutter
Alter images with Photoshop
Plan an effective exhibition presentation
Discuss controversial issues
Write an annotated bibliography
Start a blog
Write an editorial
Set up a lab experiment
Collect data in google sheets
Use ArcGIS
Learn new tools for data collection
Learn sewing basics
Test water quality
Build a trebuchet
Record a song
Make a podcast
Build a birdbox
Create a week-long nutritional meal plan and cook a meal
Create a budget
Learn public speaking skills
Design an effective social media post
Improve low-light photography skills

Exploration

Purpose

Exploration is the time set aside for students to pursue independent and/or self-directed work. Students might practice skills they learn in Design Lab or Crash Lab;do research or work for team and individual projects; meet with advisors, other staff or community mentors; or take advantage of personal growth opportunities.

This unstructured time is essential so students can learn how to manage their time, persevere toward a challenging goal, and negotiate team work with peers. Our ultimate goal is that students thrive in the world outside of school, and this is an essential part of making that happen.

Options

A variety of activities may be happening during Exploration.

Independent Work Time: Students work toward completing their Design Lab, independent and internship (when applicable) projects. They might be reading, writing, viewing, experimenting, calling, interviewing, building, designing, brainstorming, etc. These activities may be individual or completed with other students. The innovation spaces are typically available as are quiet and collaborative work spaces.

Advisor Meetings: Students and advisors will meet one-on-one to review progress, brainstorm ideas, evaluate work, plan, etc.

Health and Wellness: Health and Wellness opportunities such as running, hiking, yoga, swim, basketball or stress management may be available.

Service Projects: Advisories or groups of students might use this time to participate in service projects.

Community Connections: Professionals may be on campus to work with students in the innovation spaces, provide instruction or speak about their work.

Meetings: Student groups, such as ASB or yearbook, can meet during this time, typically in the final 30 minutes.

TEALS: Introduction to computer science and coding course that students have the option of taking for the full year (9:45-10:30).

internship LTI

SECTION-H

Internship (Learning Through Interest- LTI)

Philosophy

Gibson Ek students chase after their curiosities through rigorous interest-based learning and real-world internships. All students complete Learning Through Interest experiences (LTI's), working with adults whose careers match the students' passions and career aspirations. The primary goal of internships is to promote real world experience which allow the student to explore and engage in career pathways of interest. While the student may explore a variety of internship opportunities during their time at Gibson Ek in order to identify and meet their career goals, a student may remain at their current site if the following three requirements are being met:

1. The student continues to learn and learning is centered on their personal goals.
2. The student is providing meaningful work to their current site.
3. The mentor feels the student is benefiting their organization.

LTI experiences help students become "work-ready" though prolonged and repeated experiential learning and production of authentic products that are of value to the site where the LTI occurs. It also helps students develop beyond improving their own individual mind-set, and build community-minded awareness and connection. With support and direction from their mentor and advisor throughout the internship process, students will learn to build essential skills for finding success in their career field of interest.

Internships may be directly related to an area of student interest or provide a skill/experience relevant to an area of interest. For example, a student has aspirations to be a doctor. While they might secure an internship opportunity working directly with a primary care physician, they can still acquire necessary skills by interning with a dentist. Both fields exist in health sciences and can promote growth and learning in the field of their interest.

A spectrum of internships as an example-

Case Study: Mary might want to own her own salon or spa one day.

9th grade	10th	11th	12th
Clothing store	**Beauty supply store**	**Hair salon**	**Spa/Salon**
Business skills	Product info	Shadows stylist	Shadows estheticians
Customer Relations	Retail info	Customer relations	Terminology
Cash Register work	Customer Relations	Product info	Product info

Case Study: Jason might want to own a tech start-up.

9th grade LC 1 and 2	9th LC 3/ 10th LC1	10th LC 2-3	11th/12th grade
Local Business wanting website work	**Museum**	**Local online start up Co.**	**Amazon**
Java	Large business skills	Start up skills	Large corporation work
Online template work	C++/Java	Other coding languages	Test Markets
Office skills	Customer Relations	Teamwork/ Finances	Finances

Structure and Requirements

Students have internships two days per week throughout their high school career and complete real-world internship projects where students realize their professional capacities, interests, and future goals.

Each year, students are expected to complete the internship hour requirements. For each year, the requirements are as follows:

101: 200 hours
201: 300 hours
301: 400 hours
401: 400 hours

For example, if a 101 interned 6 hours a day on Tues/Thurs, it would take them 17 weeks or a little over 4 months to complete. This is a minimum requirement and students can exceed the hour requirement.

Identifying Internships

The primary importance in pursuing possible internships is knowing one's interest, skills, and career passions. Students at Gibson Ek will be assisted early and often by advisors to develop goals around their career interests in order to identify what internship opportunities will be most beneficial to their learning and growth. Throughout the school year, students will be exposed to surveys and activities helping guide them in their development of career goals. Specifically, students will be introduced to the 16 Career Clusters, which will provide a foundational role in guidance towards a pathway instead of a specific career. At Gibson Ek, students will be introduced to the importance of exploration and understanding that many careers are connected. Skills and experiences in one internship can often be applied to another career. Over time, students will track the development of their skills and interests as they continuously hone in on their career goals, which may change throughout their time at Gibson Ek. Growth and understanding of oneself is an extremely valuable element of the LTI process.

One of the core features Gibson Ek offers students in identifying possible internship opportunities is through the online platform ImBlaze. ImBlaze was built upon three core beliefs around effective internships:

1. Student agency should drive the internship search process.
2. A vibrant and authentic internship program is developed by the school leveraging the power of its community.
3. An adult coordinator (whether a teacher, advisor, school support staff member, etc.) is a crucial component of this work.

The Learning Through Interest Coordinator will work on establishing a relationship with the community to identify internship opportunities and students play a role in maintaining and developing these relationships while in their internships. Students can search the ImBlaze database for potential experiences and they can also submit opportunities they discover, whether for themselves or another. By working together as a community, Gibson Ek staff, students, and families can develop a diverse, well-rounded internship database with the help of ImBlaze.

Contact

At Gibson Ek, students work alongside their advisors (who are the main point of contact for parents) to develop professional communication skills by initiating and maintaining contact with potential, current, and previous internship mentors. Communication may be done through email, phone, or even texting. Students will have the opportunity to learn how to utilize the powerful forms of communication we have and maintain a professional tone. Depending on their level of comfort, students may either make contact independently or have their advisor support in the process. Students will utilize a school email account which they use exclusively while at Gibson Ek. Personal email accounts should be reserved for personal time and non-school/non-internship related activities.

Job Shadow and Interview Set-Up

Many students may be interested in opportunities they locate on ImBlaze or learn about from a staff or family member. Students may also locate or search for opportunities independently. If the opportunity is not on ImBlaze, the first step is to upload the information for the LTI to approve as a possible internship site. Once on ImBlaze, a student may request to pursue. While some students may be confident this site is for them, many students should consider setting up a job shadow or interview with the help of their advisor to initially determine if the site and mentor are a good fit for them. Remember, many mentors may also want to decide if the fit is right and if they have a current project that might match up with the student's career interests and goals.

Two ways to determine if the site will meet career goals and provide an appropriate project is through a Job Shadow or Informational Interview. In a Job Shadow, the student will shadow a mentor to observe their day to day responsibilities. This will allow the student to learn more about the company and necessary skills to be successful in the field. This is also the best way to identify fit with the mentor and job requirements. Another way to determine fit is setting up an Informational Interview. This may take place at the job site or another place of convenience. By sitting down with a potential mentor, students can ask questions about the specific job, company, and mentor to help determine fit. As a tool, students can use the *Sample Interview Questions* to help prepare beneficial questions. For both options, students must receive a parent permission form if the mentor does not have a current background check in place.

Internship Set-Up

When the student has identified a site for their internship, they must request permission to pursue within the ImBlaze database. After the LTI grants permission, the student must work with their advisor to make contact. Through email or phone, the student and advisor need to reach out to the identified contact on ImBlaze. Prior to contact, students should review the *Internship Skill Building Checklist* with their advisor to ensure they are prepared for communication about Gibson Ek and their own goals for the internship.

Remember: Many identified mentors are aware they are in the system and have already agreed to hosting a possible intern. However, since parents, staff, and students can all recommend sites, not all mentors or companies are aware of the program. It is best to introduce yourself and the program in an effort to secure a possible internship. Don't forget you are representing Gibson Ek, so be prepared to explain the program and answer questions the potential mentor may have! As a tool, a *Student Call Script* has been developed to help in the process.

When you and the advisor have successfully confirmed a site, the LTI can be informed and will begin the contract and background check process. After two weeks at the internship, students will work with their advisor and mentor to develop a project proposal for their site.

Contract and Background Check

Once an internship has been identified, the contract and background check must be completed prior to a student being permitted to start at the site. The student, mentor, parent, advisor and LTI all must sign a contract stating their understanding of their role in the internship process. In addition to the contract being signed, the mentor must pass a background check. Once completed, the LTI will give the final approval for the internship to start.

Internship: Project and Competency Set-Up

Once students have established the internship, they will work with their advisor and mentor to establish work hours on Tuesday and Thursday. While the expectation is at least four hours, it will be important to determine what is the best fit for the individual student and how long they will need to complete their project and competencies. Once on site, the student will log their daily attendance on ImBlaze. This can be completed online or through the ImBlaze mobile app.

Once you have worked at your site for a few weeks, a goal to consider for your time at the internship is:

- 40% of internship day working on project
- 40% of internship day working on other important internship work
- 20% of internship day completing work that helps the company

Tips

Dress in the workplace can be difficult to determine. One industry may approve of certain clothing and styles that another does not. Here are some tips to consider and avoid when deciding what you should wear to job shadows, interviews, and internships.

- Avoid
    - Flashy, loud clothing
    - Tight clothes
    - Unprofessional shoes
- Consider
    - Culture of the industry
    - Asking what is appropriate for company
    - Amount of makeup and hairstyle

There are many forms of etiquette students at Gibson Ek will develop over time. Students will learn to email, call, and act in positive ways in an effort to prepare themselves for engaging in the community and working towards their career goals and interests. Some basic tips for etiquette include:

- Email: Students will only use their Gibson Ek email while completing anything school related. Personal email is for personal time
- Phone: Make sure to use a clear voice and be concise in your communication. Also, remember that you may have to speak with a secretary prior to talking with the person you are trying to reach. When leaving a voicemail, make sure to be clear about how they can return your call (consider repeating phone number).

- Texting: Follow the lead of the person you are communicating with. Skip the LOLs and emojis until you feel comfortable that the person who is texting with you. Remember, you have a professional relationship with your mentor, not a friendship.

Timeliness is essential when establishing your presence at an internship site. While many factors can prevent you from being on time, make sure to be on time early and often as your mentor gets to know you. By showing up early and prepared, your mentor will gain respect for you and an understanding for the rare times you may be late due to unforeseen circumstances. If you are going to be late, make sure to notify your mentor as soon as you know. If you are going to be absent, let your mentor and advisor know ahead of time. Being late or absent without any warning doesn't impress anyone!

Site Visits

Your advisor will be visiting you at your internship on a regular basis. Ideally once a month. Most of these visits will not be planned, thus a surprise. Your advisor may spend time observing you, talking to you, helping you with internship project work, and even meeting with your mentor.

Ending the Internship

An internship may end for a variety of reasons. The goal of ending an internship is that the project has been completed and both student and mentor determine that there are no other opportunities for learning or benefiting the company. Another reason may be that the student has developed different career goals or decided that the site is no longer helping them develop skills or interests in their pathway.

Once the internship has been completed, make sure to complete the following:

1. Complete the *After Internship: Next Steps* worksheet.
2. Complete the *After Internship: Strategic Analysis* worksheet.
3. Send a thank you note to your mentor and all other relevant employees at the organization you completed your internship.
4. Connect with mentor and other employees on LinkedIn.
5. Ask for your mentor to endorse you on LinkedIn.
6. Set an Exit Interview date.
7. Develop questions for your Exit Interview.
8. Begin searching on ImBlaze for your next internship.

content time

SECTION-I

Content Time

One hour each Monday, Wednesday and Friday (and the Tuesdays and Thursdays students are on campus) the entire school is quiet so students can work individually on online content. This dedicated time is reserved for

ALEKS online math
Online language learning (Rosetta Stone, DuoLingo, etc.)
Individual or small group tutoring in math or language (with staff or adult mentors)

To ensure this time is free of distractions, students are under the direct supervision of their advisors (or another staff member if arrangements are made) and are working quietly and individually to meet their online content requirements.

Online Math (ALEKS)

Each year students at Gibson Ek are required to **complete 100% of one ALEKS online math course**. Students who have worked beyond the math levels provided by ALEKS (www.aleks.com) will be given other opportunities. When students finish an ALEKS course, they will take the Issaquah School District final for that course. The final is used to identify areas of study students may need to address prior to the state-mandated testing. Completing a math course is part of the Leveling Up and Gateway requirements.

Time

The time needed to complete a math course will vary from student to student, but most students will need to spend time on campus and time at home. Students have three hours of dedicated online content time each week. They can also sign up for math tutoring or use part of their Exploration time to work on math.

Students who are on campus Tuesdays and Thursdays will have one dedicated hour for online content, but may often use more of these days for online work.

At a traditional high school, students spend 55 minutes, five days a week in class, and are assigned an average of two to three hours of homework a week, for a total of 6.5-7.5 hours of math each week. This is something students should keep in mind as they are planning their work time both at school and at home.

Support

Students who need more support than what the online course offers have a variety of options at Gibson EK:

Small Group Tutoring: During Content Time students can seek help from a math-certificated staff member who is working with students in small groups. During Crash Lab, math study sessions are periodically available in which students can work in a dedicated room and seek help from staff members as they get stuck on problems.

One-on-One Tutoring: There are adult volunteers who come to campus to help students with math during Content Time. Students can also schedule a time to meet with a math-certificated staff member during Exploration.

Suggested Timeline

When students begin an ALEKS course they start with a pre-test. Their performance on this test determines at which point in the course students begin their work. This means a student might start the course at 10% complete, 18% complete or 37% complete, etc. Once students have a starting percentage they should divide the remainder into thirds and plan to complete at least one-third each learning cycle. Additionally, ALEKS gets progressively harder as the course continues, so many students try to complete as much as possible during the first learning cycle. Some students finish the course well before the end of the school year and start on their next math course. It is important to help students set up a timeline in September and then revisit this timeline often.

Targets for completing ALEKS may look like this:

Learning Cycle	ALEKS Goals
1	Complete Pre-test first week of school Complete 50% by the end of Learning Cycle 1
2	Complete 80% by the end of Learning Cycle 2
3	Complete course by the end of May Take ISD course final in June

Month	ALEKS Goal
September	Complete Pre-test first week of school Complete 25% of course by end month
October	Complete 40% of course by end of month
November	Complete 50% of course by end of month
December	Complete 55% of course by end of month
January	Complete 65% of course by end of month
February	Complete 75% of course by end of month
March	Complete 85% of course by end of month
April	Complete 95% of course by end of month
May	Complete course by end of month
June	Take ISD course final before exhibition

Some students will need weekly or daily timelines.

World Language

Students at Gibson EK have multiple options to pursue competency in a world language of their choice. While demonstrating competency in a world language is not a requirement for the Gibson Ek High School Diploma, students at GEHS may choose to study a world language in order to meet admissions requirements for 4-year colleges and universities. Most will require a minimum of 2 high school credits (2 years) of a world language to be eligible for admission. Because students at Gibson Ek do not earn credits, the following options are available to students to complete this requirement.

1. World Language Competency Exams: Nationally recognized proficiency assessments will be offered twice a year (see school calendar for dates). Based on a student's performance, they may be eligible for competency credits on their Gibson Ek transcript. These competency credits, if equivalent to 2 credits or more, will meet college admission requirements in the state of Washington. This option is for students who would like to study a language in a self-paced environment utilizing digital learning platforms such as Duolingo (free online app) or Rosetta Stone, which will be offered to students at Gibson Ek for $35. It is also for students who are already fluent in another language and/or study a language at a private language school in the community.
http://www.k12.wa.us/WorldLanguages/StudentsEarnCredits.aspx
    a. Cost: $25 - $220 depending on the exam taken (this is driven by the language in which the student will be assessed)
    b. Over 100 languages are available for assessment.
    c. Students who demonstrate a high level of fluency can also earn a Washington State Seal of Biliteracy on their Gibson Ek transcript and diploma.
2. Online World Language courses: The ISD Online Learning department provides access to OSPI approved online provider courses. These courses earn students high school credit and a letter grade on their Gibson Ek transcript (please note that these letter grades would not generate a GPA). To meet the minimum college admissions requirement for 2 credits of a world language, this option will take students 2 years to complete. This option requires students to be independent learners who turn in assignments on time and meet deadlines, know how to prepare for tests/exams, and can initiate communication with the online teacher when they need help.
https://www.issaquah.wednet.edu/academics/online
    a. Cost: no cost to student
    b. Languages: Spanish, French, German, Mandarin, Latin
3. Bellevue College: Students who want a traditional learning environment to study a world language can do so through the Running Start program and/or the Summer Enrichment program at Bellevue College. These courses earn students high school and college credit. The high school credit and letter grade will be placed on the Gibson Ek transcript (letter grades will not generate a GPA). This option requires students to wait until the completion of their sophomore year at Gibson Ek to begin their world language. To meet the minimum college admissions requirement for 2 credits of a world language, students must take 10 college quarter credits. This would take a student two college quarters to complete (e.g. summer & fall, winter & spring, etc). This option is for students who are able to transport themselves to and from Bellevue College, have the maturity to participate in a college course that consist of students from diverse backgrounds and age ranges, and are independent learners capable of advocating for their needs with the professor/instructor who will treat them like any other college student.
http://www.bellevuecollege.edu/highschool/
    a. Cost: $200 - $500 in tuition, school fees and book prices may vary
    b. Languages: Arabic, ASL, Chinese, French, German, Italian, Japanese, Spa

Running Start

Washington State legislature allows qualified students to take courses at local community/technical college during their junior and/or senior year of high school through the Running Start Program. Students can earn both high school and college credit at the same time. In order to qualify students need to be of junior status (met or exceeded expectation at least once in all competency areas and met all other milestones required for leveling up into senior institute), complete an application to the college, and pass an assessment test at the college.

Running Start can be a great opportunity for Gibson Ek students to dive deep into a subject area they want to pursue. College credits and letter grades earned through Running Start will be transcribed onto the GE transcript. College coursework can deepen a student's project work and be the birthplace for project ideas. However, the college courses themselves will not meet competencies for students; students must meet competencies through project work completed at Gibson Ek.

Because Gibson Ek is a full-time program, GE students will be able to participate in the Running Start Program as part-time students only. Each quarter students will be eligible for up to 3 college credits tuition free. Tuition for credits above the allotted 3 college credits in a quarter will be the responsibility of the student and their family. Other costs not covered under the Running Start program include application and testing fees, school/class fees, and the price of textbooks.

All GE students are required to participate in internships, 2 days a week for 4-6 hours each day. Running Start students will be required to schedule their Running Start classes around their internship schedule.
All GE students are required to participate in advisory M/W/F. Running Start students will be required to schedule their Running Start classes around advisory times.

Students interested in participating in the Running Start Program should meet with their advisor and school counselor the winter of their sophomore year to discuss how Running Start can work for them.

portfolios

SECTION-J

Portfolio

Your Learning Portfolio: Documenting Growth and Change

At Gibson Ek, the word "portfolio "is almost a verb as it implies an ongoing process, more than the creation of a single document.

The portfolio provides you an opportunity to gather evidence of your learning, the ways in which that learning has changed you, and present that process to the larger community. Your learning portfolio contains not only your best work, but also evidence of your transformation through learning, including, perhaps, mistakes and lessons along the way, as well as evidence of the skills and knowledge you've developed.

The continual process of building your portfolio is an opportunity for conscious, intentional reflection: are you addressing questions or issues that matter to you? Are you finding ways to work toward the requirements of the degree through the lens of those passions? Are your studies broad and deep? Are you thinking and writing critically about ideas and insights?

All students create and develop their portfolios using an on-line platform.
Sample Platforms:
Self-created website
Google Drive
Google Sites
One Note

The expectation is that all Gibson Ek students will create and manage a portfolio that showcases their high school years from Gibson Ek. This should be created as a working portfolio, that when the time comes for exhibition, or to apply to colleges or for internships or jobs they can adjust or create a new one for the targeted audience.

However the student organizes and creates their portfolio is up to them but should follow these basic guidelines:

- Simple is key
- Spelling and grammar must be perfect
- Should highlight learnings and big projects
- Should showcase who the student is beyond what their transcript says

The key is to start this right away, it will be too difficult to procrastinate and try to make a portfolio at the start of Senior year. Start collecting and organizing now!

exhibitions

SECTION-K

Gibson Ek Exhibitions

Purpose

Exhibitions are one of the key distinguishers that makes Big Picture Learning unique. Instead of tests, students at Gibson Ek are assessed through public displays of learning that track their growth and progress in the student's area of interest. Assessment is individualized to the student and the real-world criteria of their work.

While students meet individually with their advisors to evaluate the specific learning targets of their projects, exhibition is the time when they make the case to their parents, mentors, advisor, staff and peers for what they have holistically learned throughout the cycle and how they have learned it. Therefore, exhibition is an assessment of the whole learner, rather than the particulars of a task.

Learning Cycle 1 (November) exhibition is a panel exhibition. Students present evidence of what they have learned during the cycle. The panel asks questions and provides feedback and assessment of the learning cycle. The exhibition lasts 50-60 minutes.

Learning Cycle 2 (March) exhibition is a gallery exhibition. Students publically display a project that demonstrates their strongest design-thinking work. They also provide a portfolio of all of their other work from the cycle. Parents, mentors, advisors, staff, peers and other interested community members visit the "gallery" of displays and ask students questions about their displayed work and work in their portfolio.

Learning Cycle 3 (June) exhibition is a panel exhibition, but it is also the Level-Up/Gateway/Graduation exhibition for most students. The format changes and the students' focus is to not only celebrate their work but to also demonstrate meeting the requirements and being ready for the next level.

Requirements

- Completion of 3 Exhibitions each year. Students and their parents are required to participate in each exhibition.
- Exhibition Portfolio at each exhibition with all required elements (see below)
- Participation as a student evaluator in other students' exhibitions
- Post-exhibition Reflection
- Additional requirements as specified for each type of exhibition

Exhibition Portfolios

An Exhibition Portfolio is present at each exhibition. This portfolio is curated from a student's Working Portfolio (which includes all work), so it includes only items required for and relevant to a particular exhibition. During panel exhibitions, many students provide digital copies of their portfolios to their panels and cite specific documents as they discuss their work. Other students provide paper copies of relevant materials. During the showcase exhibitions, portfolios are present at the display station so anyone can look through them.

Exhibition Portfolios must be well-organized for the audience and include:

- Exhibition agenda/outline
- Current Learning Plan
- Evidence of learning through project work (D-Lab, Independent Projects, Internships, Crash Labs, completed or worked on during the cycle)
- Evidence of learning through internship (or internship process if not in an internship)
- Internship Time Log (from ImBlaze)
- Autobiography advisor verification and excerpt from current cycle (or whole autobiography)
- ALEKS update
- Language update (if pursuing foreign language study)
- Health & Wellness Goal update
- List of D-Labs, Crash Labs and other learning offerings (online courses, etc.) completed during the cycle

Level-Up Portfolios will ALSO include:

- Updated resume
- Documentation of required internship time for the whole year
- Mentor evaluation
- Internship project(s)
- Internship Reflection
- Health and Wellness Goal completion
- ALEKS completion
- Post-Exhibition Plan
- Competency Checklist

Gateway Portfolios will ALSO include:

- Cover Letter
- All Learning Plans for 101 and 201 years
- All Exhibition Reflections for 101 and 201 years
- Updated resume
- Documentation of required internship time for the whole year
- Mentor evaluation
- Internship project(s)
- Internship Reflection
- Health and Wellness Goal completion
- ALEKS completion
- Post-Gateway Plan
- Competency Checklist
- PORTFOLIO DUE 48 HOURS BEFORE EXHIBITION

Exhibition Portfolio Checklist

The following must be in order in your portfolio:

_____ **LEARNING PLAN**
Current, updated learning plan

_____ **AUTOBIOGRAPHY**
Required revised pages for this learning cycle

_____ **INTERNSHIP (LTI)**
Time Log (ImBlaze)
Evidence of learning through internship work

_____ **PROJECT WORK**
Evidence of learning through new project work

_____ **SEMINAR AND RESEARCH PROJECT (301s and 401s only)**
Evidence of and reflection on progress

_____ **ALEKS MATH COURSE UPDATE**

_____ **HEALTH AND WELLNESS PLAN AND UPDATE**

_____ **LIST OF LABS/COURSES (D-Lab, Crash Lab, Online learning, etc.) TAKEN THIS YEAR**

Parent/Mentor Exhibition Role

Parents are an important part of a student's learning at Gibson Ek. We are proud of your student and are happy that you are here to support their academic and personal growth.

You can use the exhibition rubric to provide feedback to your student and their advisor. Much of this first learning cycle has been about the following:

- Have they attended and participated in their offerings?
- Have they been challenging themselves here?
- Are they prepared for this exhibition?
- Did they use their time well this learning cycle?
- Are they organized?
- Are they attempting to meet competencies through real world project work?
- Are they on track to getting an internship or are they already out?

Your student will present for roughly the first 30 minutes. During this time we will watch and listen and ask clarification questions only. After your student finishes presenting, we will have time to ask questions, provide feedback and assess the student. Advisors will ask some tough questions and push for an authentic assessment. Parents should offer some feedback and positively support your student.

Post-Exhibition Responsibilities

Checklist

- ❑ Mentor Thank You Note
- ❑ Reflection
- ❑ Learning Plan
- ❑ Portfolio Organization

Mentor Thank You Note

Write thank you notes to your mentor and anyone else on your panel you want to specifically thank.

- Start with: Dear _____,
- Thank them for taking the time out of their day to share in your exhibition.
- Say something specific and personal, such as: it helped me that you asked...your presence helped me feel...
- Possibly include something about how much you like being a part of Gibson Ek and/or your internship.

Reflection

Write a one to two page narrative reflection on what went well and what you will change for next time. Be sure to include:

- Your overall feeling as to how the exhibition went
- At least 3 things that you felt good about
- At least 1 thing you would like to do differently next time
- Make sure you explain each item above, what was it, how it influenced your exhibition, and why you have singled that thing out as something to pay extra attention to

Learning Plan

Draft a new Learning Plan for the next learning cycle

- Revisit your Vision and see if you can make it more specific, or change it if your future goals have changed.
- Set new SMART goals and revise any goals from the last cycle that you did not meet.
- Update the project list.
- Set a time to meet with your advisor to review the learning plan.

Portfolio Organization

- Clean up your Google Drive or One Note
- Create a new folder/section for any new projects

LEVEL UP CHECKLIST

The following must be in order in your portfolio:

_____ **All LEARNING PLANS**
Includes ALL learning plans from this year. If one or more are not available, includes a written reflection to substitute the missing LP.

_____ **AUTOBIOGRAPHY**
A TOTAL of at least 10 pages (101s) or 60 pages (301s) written, revised, and signed off by your advisor in your portfolio

_____ **INTERNSHIP (LTI)**
_____ Updated Resume
_____ Documentation of required hours for this year (200 for 101s; 400 for 301s)
_____ Evaluation from your mentor
_____ At least one project related to your internship
_____ Reflection of your work at the internship, the process of getting an internship, and your future goals for the next internship.

_____ **100% COMPETENCIES MET**
With evidence of any new or final project work that has not yet been presented at an exhibition
Include COMPLETED Health and Wellness Plan (with evidence)
Include Competencies Checklist

_____ **SEMINAR AND RESEARCH PROJECT (301s Only)**
Evidence of and reflection on progress
Design Proposal

_____ **ALEKS MATH COURSE COMPLETED**

_____ **LIST OF LABS/COURSES (D-Lab, Crash Lab, Online learning, etc.) TAKEN THIS YEAR**

_____**All EXHIBITION REFLECTIONS**
Includes ALL exhibition reflections from this year.

_____**POST EXHIBITION PLAN** (if applicable): if you have or will not meet the above requirements, a written plan must be included outlining how you plan to do this with an appropriate timetable.

3. SUMMATIVE ASSESSMENT **Competencies: QR (quantitative reasoning), ER (empirical reasoning), PQ (personal qualities), CO (communication), and SR (social reasoning).**

	Unsatisfactory progress	Some progress	Significant progress	Exemplary progress
Learning Plan Is the plan authentic and challenging? Did the student meet the goals?	The student has not developed an authentic, challenging learning plan and/or has made little progress toward their learning plan goals.	The student is beginning to develop an authentic, challenging learning plan and is showing measurable progress toward their learning plan goals.	The student has developed an authentic, challenging learning plan and has met many of their learning plan goals.	The student has developed an authentic and challenging learning plan and has met all of their learning plan goals.
Internship/ Projects Does the student provide evidence of authentic internship learning? Does the student provide evidence of using the design process to create authentic learning through project-based work?	The student provides little to no evidence of authentic internship learning (LTI) or authentic project-based work	The student provides some evidence of authentic internship learning (LTI) or authentic independent project-based work.	The student provides compelling evidence of authentic internship learning (LTI) or independent project-based work.	The student provides compelling evidence of authentic internship learning (LTI) **and** independent project-based work.
New Learning Does the student provide evidence of new learning?	The student demonstrates little to no new learning.	The student demonstrates some new learning.	The student demonstrates a significant level of new learning.	The student demonstrates an exemplary level of new learning.
Connections/ Competencies Does the student provide evidence of challenging learning that connects to his/her vision and goals? Does the student provide evidence of developing and applying knowledge and skills in the competencies?	The student shows little to no understanding of how to use the competencies to deepen learning. The learning reflects little connection to the vision and goals and provides no evidence that he/she is developing and applying knowledge and skills in CO, ER, SR, and/or QR.	The students shows some understanding of how to use the competencies to deepen learning. The learning reflects a minimal connection to the vision and goals and provides some evidence that he/she is developing and applying knowledge and skills in CO, ER, SR, and/or QR.	The students shows a significant understanding of how to use many of the competencies to deepen learning. The learning reflects a connection to the vision and goals and provides multiple pieces of evidence that he/she is developing and applying knowledge and skills in CO, ER, SR, and/or QR.	The student shows that his/her work has significantly challenged him/her to to use many or all of the competencies to deepen the learning. The learning reflects a strong connection to the vision and goals and provides multiple pieces of evidence that he/she is developing and applying knowledge and skills in CO, ER, SR, and/or QR.

Based on the above checklist along with feedback from the student's panel, we assess that the student (Check one)

_____ Will Level Up at this time and will begin fall as part of the Senior Institute

_____ Will not Level Up and needs more time to finish

Gateway Exhibition Checklist

Everything is due, to your advisor, 48 hours before your exhibition

The following must be in order in your portfolio:

_____ **GATEWAY COVER LETTER**
Letter to your panelists that clearly articulates why you should Gateway and your growth this year as a person/student. See example. Highlight major learning, both academic and personal.

_____ **All LEARNING PLANS**
Includes ALL learning plans from 101 AND 201 years. If one or more are not available, includes a written reflection to substitute the missing LP.

_____ **AUTOBIOGRAPHY**
A TOTAL of at least 35 pages written, revised, and signed off by your advisor in your portfolio

_____ **INTERNSHIP (LTI)**
_____ Updated Resume
_____ Documentation of required hours for this year
_____ Evaluation from your mentor
_____ At least one project related to your internship
_____ Reflection of your work at the internship, the process of getting an internship, and your future goals for the next internship.

_____ **100% COMPETENCIES MET**
With evidence of any new or final project work that has not yet been presented at an exhibition
Include COMPLETED Health and Wellness Plan (with evidence)
Include Competencies Checklist

_____ **ALEKS MATH COURSE COMPLETED**

_____ **LIST OF LABS/COURSES (D-Lab, Crash Lab, Online learning, etc.) TAKEN THIS YEAR**

_____**All EXHIBITION REFLECTIONS**
Includes ALL exhibition reflections from 101 and 201 years.

_____**POST GATEWAY PLAN** (if applicable): if you have or will not meet the above requirements, a written plan must be included outlining how you plan to do this with an appropriate timetable.

Gibson Ek Exhibition Expectations

- On-time and prepared (30 minute presentation followed by 20-30 min Q&A)
- Business casual dress
- Parent/Guardian present
- Mentor invited (if applicable)
- Mode of presentation prepared
- Presentation agenda created and copied for all in panel
- Learning Plan copied for all in panel
- List of competencies/targets believed to have been met
- WIllingness to accept feedback, criticism, and compliments
- Professional behavior is expected
- Signed up to be an active participant in two other exhibitions per learning cycle
- Your peer panelists: One selected by you, One selected by advisor
- Your exhibition should include: advisor, one other staff member (ideally content specific), parent(s), mentor (if applicable), two students

Student Resource

Exhibition Checklist

Before the Exhibition

❒ **Review evaluations from last learning cycle**

Be prepared to address how you built upon your strengths and addressed your areas of growth

❒ **Get each project to completion or a good assessment point for exhibition**

Projects completed through Phase 1

- ❒ Submit documentation of research/discovery
- ❒ Complete reflection questions
- ❒ Meet with advisor to assess competencies

Projects completed through Phase 2

- ❒ Submit all results/evidence of design, experimentation, feedback, and final products
- ❒ Meet with advisor to assess competencies

Incomplete Projects

- ❒ Submit all results/evidence completed so far

❒ **Organize evidence of an additional learning that is not part of a project**

- ❒ Meet with advisor to assess competencies for this learning

❒ **Review Learning Plan**

Reflect on success, obstacles and learning. Do not change your plan but be ready to explain your progress and what you've learned through the process.

❒ **Organize Evidence**

- ❒ For every project, provide evidence of
  - ❒ Discovery (research, discussions, offerings, certifications, etc.)
  - ❒ Design (brainstorming, planning, drafting, sketching, etc.)
  - ❒ Experimentation (drafts, labs, practice run-throughs, prototypes, etc.)
  - ❒ Feedback (from adult mentors)
  - ❒ Applying Feedback
  - ❒ Final Product
- ❒ Practice (verbal or written) what you will say you learned at each step of the design process
- ❒ Gather any additional learning, for which you have evidence, that does not fit into a project (time management, service learning, reflection, etc.)

❒ **Organize Exhibition**

- ❒ Collect as many hands-on items as you can for your audience
- ❒ Verify that all evidence SHOWS your audience what you learned (not that you did it)
- ❒ Make sure your audience can see your evidence
- ❒ Demonstrate your learning whenever possible
- ❒ Ensure you have all of the required elements
  - ❒ For Panel: Copies of Agenda/Outline, Learning Plan
  - ❒ Evidence of learning
  - ❒ Evidence of time management/organization system

- ❒ Evidence of feedback and applying feedback
- ❒ Evidence of reflection
- ❒ Evidence of Internship learning

❒ **Practice Your Exhibition**

- ❒ Determine what is most important and put this first
- ❒ Time yourself. If you go longer than 30 minutes, decide what can be cut or shortened.
- ❒ Focus on the demonstrations of your learning, but hit the highlights (this requires practice!)

❒ **Prepare Final Exhibition**

- ❒ Create list of all supplies you need for exhibition (HDMI cable, handouts, prototypes, etc.)

During the Exhibition

❒ **Ensure advisor has necessary copies of Learning Plan, Exhibition Evidence handout, Exhibition Agenda, copies of any evidence not yet evaluated**

❒ **Ensure panel members have paper copies of Learning Plan, Agenda**

❒ **By the end of your exhibition, your <u>evidence</u> will show your panel:**

How well you are learning to use the design process
Obstacles you've faced and how you've addressed them
What you have learned (rather than that you did something)
How feedback is influencing your work
Successes
How you want to improve moving forward

After the Exhibition

❒ **Complete the Reflection within 48 hours of your exhibition**

❒ **Draft your Learning Plan for next cycle within one week of your exhibition and submit it for feedback.**

❒ **Address feedback on Learning Plan and upload finalized plan to LiFT.**

❒ **Work on Autobiography Project**

❒ **Continue any unfinished projects**

❒ **Begin Phase 1 of any new projects**

Gibson Ek High School

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Thank you to students, families, staff, and community members for supporting Gibson Ek and creating a place for students to thrive.